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THE MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH—

WHAT DO CHILDREN NEED?*

Dr. Ira De.A. Reid

Professor of Sociology
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The wide distances between what we know needs to be done for child welfare and what we are actually able to do are described here as some of the findings of the Mid-century Conference are brilliantly analyzed by Dr. Reid.

MORE than two decades ago, two astute students of the child in America, Dorothy and W. I. Thomas, made the following observations:

As the result of rapid communication in space, movements of population (concentration in cities, immigration), changes in the industrial order, the decline of community and family life, the weakening of religion, the universality of reading, the commercialization of pleasure, and for whatever other reasons there may be, we are now witnessing a far-reaching modification of the moral norms and behavior practices of all classes of society. Activities have evolved more rapidly than social structures, personalities more rapidly than social norms. This unstabilization of society and of behavior is probably no more than a stage of disorganization preceding a modified type of reorganization. When old habits break down, when they are no longer adequate, there is always a period of confusion until new habits are established; and this is true of both the individual and society. At present, however, it is widely felt that the demoralization of the young persons, the prevalence of delinquency, crime and profound mental disturbances are very serious problems, and that the situation is growing worse instead of better. . . . In this general connection there have developed in recent years various types of standpoint, organization and program directed toward the study and control of behavior. . . . In the meantime problems have arisen in these practical programs concerning mental deficiency, emotional instability, habit formation, special disabilities, family relationships, leisure-time activities, gang life of children, etc., and the academic psychologists and sociologists have linked up their research and speculative work . . . having as main objective the development of scientific techniques as related directly to practical problems.

Despite the fact that 28 years later we are concerned with a new child population and with a new formulation of conditions for its survival, the general character of the problems faced at the Midcentury White House Conference on Children and Youth is essentially the same. Studies and experiences of the pre-Great Depression and pre-Great War II period revealed that the essential need of a child in this culture is that the culture provide for him the means and the conditions through and by which he may exercise his right and privilege to grow to a man's estate, and that he be given the chance to live and act as a growing, well-rounded personality while

achieving it. The experiences of the last five years have but strengthened this principle as the one great need of children, here and everywhere.

It is no simple task, however, to summarize the discerning, revealing, and myriad conditions and needs of the 54 million children in the United States. No less simple is it to relate those needs to the needs of the 172 million European, the 500 million Asiatic, the 76 million African, or the 61 million Latin American children, who are more impoverished than ours. The Conference recognized the task involved in its undertaking. Nevertheless, it sought to understand the forces that were at work within our society, and to indicate the ways in which these forces and forms could be used more constructively. The Conference recognized the degree to which man has failed to use the knowledge and the resources that were available to him for meeting this basic need of children in our society, but it did not forget that from the short-range point of view man is still at the mercy of apparently irreversible trends that he did not create. With these limitations in mind, let us summarize the Conference as a meeting of a group of citizens, experts and parents, who sought ways of understanding, applying techniques, and predicting the needs of children, of speeding up the desired trends, and of greatly increasing the opportunities for successful adjustment of the child and of control of the environment in which he may develop.

Apart from the needs that rise out of the unique stratifications of our society, needs which cut across all I shall mention, the Conference expressed an interest in, and addressed its attention to such problems as would be involved in the fact that:

3,500,000 children are born into this culture annually;
58 in every 100 of these children live in cities;
19 in every 100 live on farms;
30,000,000 children will be in the elementary schools of our nation in 1960;
8,500,000 will be in high schools in 1960;
these children will need 250,000 additional teachers;
today, there are 6,000,000 youth between 14 and 20 who are not going to school;

* Presented at League's Program, Conference of Social Work, Atlantic City, 1951.

between 1948 and 1949 more than 8,000,000 children moved; there is an increasing number of married couples between 14 and 20 years of age;

2,500,000 children under 18 are living with a parent whose home has been broken by widowhood or divorce;

the less-well-educated mothers continue to produce a disproportionate share of the nation's children;

an increasing number of children are born outside of marriage; in 1948, 58% of the divorces were granted to couples who had no children.

The Conference was concerned with these facts because they had meaning in a culture where:

11,000,000 more workers were producing in 1949 than in 1929;

the income per family member in 1948 was \$1,085;

family income in terms of buying power had decreased since 1945;

more of the family income is now spent on things other than necessities, such as food, shelter and clothing;

the average weekly income for all families in 1948 was \$61.00, for white families, \$64.00; Negro and other non-white families, \$34.00; for urban families, \$68.00; rural-non-farm families, \$57.00; farm families, \$40.00; for husband-wife families, \$63.00; and for broken families headed by a woman, \$40.00;

where 25 out of every 100 children born in 1948 were into families having an annual income of less than \$2,000;

where one out of three Negro babies born had no medical attendance at delivery;

where more than 3,000,000 children between the ages of 5 and 17 were not in school in October, 1949.

Beyond all of this, the Conference recognized the needs as existing for *all* children. The Conference emphasized the word "all" because it connotes a significant and fundamental meaning in democracy, where the right true ends of the democratic process may be prostituted by invidious distinctions based upon sex or class or race or religion or creed or nationality or ancestry.

The recital of specific and pertinent needs could be continued indefinitely. The national, state and local literature on the Conference will provide more pertinent data than I could effectively relate at this time. Permit me, therefore, to set forth the needs of children as expressed by the Conference in six categories of needs.

1. The Need To Be Understood as a Personality. This need assumes the right of a child to be well-born, a precept that is a fundamental part of our culture's theory of child-rights and child-privileges. We have, however, taken a traditional position with respect to the ways in which a child should be reared. And I think we might concur with one of the findings of a subgroup that we have not yet developed a science of child-rearing. The child as a member of our society is the social result of the feeding situation, cleanliness training, sex training and the treatment of anger responses. According to one theory, as society imposes its will through the acts of parents, the child reacts in a blind, emotional way. The total effect of

these periods of training may produce long-lasting effects upon the character and habits of the personality. For this reason, it is important that we know how children learn in our culture in order that we may change such patterns as may cause them to be ill-equipped for the highly charged social experiences they are going to face.

2. The Need for Remodeled Nurturing Situations. The influence of the home, the school and the religious institution in fulfilling the needs of the developing child was mentioned again and again in the Conference discussions. There was no doubt that the presence and performance of these institutions affected the development of the child. There was some question as to whether or not the existing forms of the home, the school or the church actually contributed to the development of healthy personalities. Many of the interpretations of the roles of these institutions had implications of moralization rather than objectivity. This tendency to idealize the old form, or to restrain the development of the emergent forms of family life, education or religious practices, was regarded as a severe handicap to the developing child. The need for remodeling the family could be met, for example, if parents regarded the child as an end in himself and not as the means to the end of another. It might be quite correct to say that true parenthood is not present unless the child's own development within the family situation is regarded as the chief and tantamount goal.

A similar problem arises in connection with the dissolution of marriage for reasons other than death. Concern over the increasing number of persons who are seeking release from marriage, says one Conference group, should not necessarily mean that persons discovering their incompatibilities should continue to live in a socially disorganized relationship. It does indicate that more attention should be given to the emotional and social preparation for marriage, and to the ethical and personality factors that make for successful living together. The success of the family as a nurturing institution is closely correlated with the practicing compatibility of the parents.

No less significant as a nurturing institution is the child's school. One is prone to think that our culture is placing too heavy a burden upon the school when we ask it to assume a greater responsibility for meeting the needs of our children. Margaret Mead has pointed out that our children are facing a world which the adult population is unable to grasp, to manage or to plan for. It has

"late-born children whose mother finds that nothing she learned ten years ago about how to treat children or what to expect from them can be applied to this generation, which seems to have learned how to cry with a new note in their voices, who will have

to wear different clothes, will display different tastes, and will weep for quite different reasons. The adults in this modern world face children who are not only unlike their own past childhood, but who are actually unlike any children who have ever been in the world before."

The fantastic rate of change in our culture has given us children of five who have

"already incorporated into their everyday thinking ideas that most of the elders will never fully assimilate. Within the lifetime of ten-year-olds the world entered a new age, and already before they enter the sixth grade, the atomic age has been followed by the age of the hydrogen bomb."

Teachers who never heard a radio until they were grown up have to cope with children who have never known a world without television. Teachers who struggled in their childhood with a buttonhook find it difficult to describe a buttonhook to a child brought up among zippers, to whom fasteners are to be breached by zipping them open, rather than by fumblingly feeling for mysterious buttons. Thus, the child of this generation seems to need teachers and aides who not only know how to teach but how to teach what they do not know for solving unknown problems. In many fields the teacher with two years of experience may have a better understanding of the world of her young wards than the teacher with twenty years' experience in the classroom. Despite this paradox, our culture must find ways to give the child the sense of an unguessed-at process with which he should be equipped to create the new inventions of his world. In order to more fully achieve this, there is need for a more universal opportunity for youth to achieve the highest education of which they are capable.

The Conference recognized that

"knowledge and understanding of religious and ethical concepts are essential to the development of spiritual values, and that nothing is of greater importance to the moral and spiritual health of our nation than the work of religious education in our homes and families, and in our institutions of organized religion."

The Conference, however, sensed the need for maintaining the separation of church and state in matters of education. It must be admitted that the Conference did not give to youth a clean bill of particulars in this matter of religion and its meaning for their development. I think we may well say to today's children: "With honesty and candor we apologize to you for not having explored this aspect of your culture and its relation to your needs with more certainty and objectivity, and with the thoroughness and the concern which it merits. We have tempered our affirmations and harnessed our negations. The best we can say is that every society desperately needs morality, in the sense of common standards, and religion, in the sense of orientation toward such inescapable problems as death, individual responsibility and other ultimate value attitudes. We believe

that you need this sort of faith to promote social solidarity and individual security by affirming and symbolically enacting a system of common purposes. We cannot tell you how it can be achieved within our culture."

3. Freedom from the Market. The findings of the Conference expressed our grave concern over the social and economic exploitation of the nation's children. It was not alone the problem of child labor that concerned the Conference participants. They saw the need of freeing children from the blind appeals and controls of the box-top advertising, the give-away programs, from the lure of bounteous consumption when there are no means or uses to justify the purchases. The new conditions of our social and economic life necessitate that we, through a more aptly conceived guidance program and through more social controls, free children from the child-centered appeals of the mass media of comics, radio and television, whether such appeals are used for welfare or for commerce.

4. Extended and Remodeled Public and Private Services. Despite the fact that the volume of public and private services available to children and their parents or guardians is greater than ever before, the Conference saw as one of the greatest needs for the present and future child an extension of these services in the fields of education, recreation, physical and mental health and preventive and corrective welfare. The Conference participants saw a need for the elimination of some agencies, for the remodeling of others, for an increasing emphasis upon the problems of the individual, and, above all, for an expanded program of professional and in-service training, by, with, and in those agencies that serve children in any way. They saw an especial need for constructing and maintaining high standards of personnel and service in our public agencies.

5. The Need for Community Reconstruction. The Conference as a whole saw little need in making any or all of the aforementioned changes in our programs for meeting the needs of children if we do nothing to alter the face of the communities in which they live—hamlet or village, town or city, county or state, or nation. The Conference participants were consistently concerned about the conditions that permitted the survival of low economic standards, inadequate incomes, urban and rural slums, continuous migration in the search for survival incomes, excessive morbidity and mortality, inadequate hospitalization, poor schools, inability to continue an education, discriminations on the basis of race or class or religion or sheer indifference, or the continuing threat or actuality of war. They suggested that it is the

responsibility of every community to provide the climate and facilities to permit strong and healthy development of the child population. They also suggested that it is the responsibility of the community to protect its child population from the unanticipated consequences of economic and military emergencies which have been the unwarranted heritage of every child born in the last twenty years.

6. The Benefits of Our Development of Pertinent Knowledge. I can see no better way of summarizing the discussion on this point than by using the excellent statement of Leonard Mayo, chairman of the Conference's Executive Committee. Mr. Mayo said, "If we are to make substantial advances in application in the next decade, we must work consciously and assiduously to develop a scientific attitude of mind; not an ordinary open mind, but a searching one; not just an inquiring mind, but a mind and heart that have what Einstein has called 'a passion for comprehension'; a mind that does not reject simply because it does not know, which does not let bias rule, nor allow insistence on one point of view to have sway."

The acceptance of this need requires that citizens, experts, parents, and children themselves, do a better

job than they have been doing. It means that we shall have to give children the benefit of the challenge cast by Dr. Benjamin Spock when he said, "There are no good reasons aside from the immense inertia of our institutions and customs why we cannot improve this situation." Nor can we ignore the important counsel of Professor Allison Davis, who pointed out that "schools must discover and train effectively many more of the able children from the lower socio-economic groups. More than 70 out of every 100 of our elementary school children come from these lower socio-economic groups, and most of their ability is misdirected, or wasted. This vast store of ability in these millions of children is largely wasted because their teachers do not understand the basic cultural habits of the working class groups." The suggestion has meaning for all of us who are working in the area of social reform and reconstruction.

As a result of the Midcentury White House Conference on Children and Youth, we no longer need to "ad lib" the needs of American children for surviving in a world they never made. We continue to need the zeal and the resources for making the performance of our democratic society conform to the script we have so earnestly contrived.

THE MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH— THE CHALLENGE OF OUR TIMES*

By Katharine F. Lenroot

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Every child welfare agency should give sober heed to the call issued by Miss Lenroot for more forceful direction of knowledge and experience as we take up the tasks newly illuminated by the Midcentury Conference.

THE Midcentury White House Conference attempted to bring together the contributions of many different disciplines and professions to our knowledge of children's needs, and in the process revealed many gaps that should be filled. We have now to consider the extent to which knowledge concerning the development of healthy personality is applied, and the possibilities of its being more completely utilized, particularly in the field of social work. This must be viewed against the urgency of our task in light of the tensions and the menace of the times in which we live. The test of healthy personality is found in the indi-

vidual's ability to function in relation to other human beings and to social institutions, particularly to those with whom he is intimately and continually associated.

Making Use of Knowledge About Human Personality Within Present Programs

The programs and services within which social work functions are extensive and varied, ranging from community planning and organization to case-work and group work services in various settings. Fully to determine how effectively our knowledge about the development of the human personality is used, and how it can be used more extensively and

* Presented at League's Program, National Conference of Social Work, Atlantic City, 1951.

more effectively, would require far more extensive study than has yet been made. Only a few illustrations can be given, drawn largely from work connected with the White House Conference.

Modern social work began in our large cities as an integrating and personalizing service, whether in social settlements or in the charity organization movement. As it developed in scope and complexity, community chests and community councils took over the planning function, and specialization of services by separately functioning agencies occurred. The experience of the social settlement in providing a center for continuing personal associations and group activities, to which it was natural for people in special need of help to turn, has been applied to only a small extent in non-urban areas. Barriers to easy access to service developed through the lack of information about where to turn for help and the feeling that utilization of services implied some failure in social adequacy. Community planning became centered chiefly in matters of jurisdiction, organization, budgets, staff practices, fund-raising, and statistical measurement, though the development of such methods as those used in the study of "social breakdown" focused attention on the individual in his family and community setting.

The integrating influence of the follow-up programs of the White House Conferences and the extensive work carried on in all the states and about one third of the counties in preparation for the Mid-century Conference has been significant. The need for continuing state and local planning bodies concerned with children and youth has been demonstrated fully, and was reflected in resolutions adopted by the Advisory Council on State and Local Action and in the Platform adopted by the Conference. The Report on State and Local Action states that "achievements show how far we have already come in using the newest science of human behavior to approach the 'whole personality' concept of modern times.—If there is one national trend that comes out most clearly in these reports, it is the way links are tightening between the different fields of services to children."*

Significant tendencies toward coordination of services, the "teamwork" approach and widespread involvement of citizens in planning and action are evident in developments in specialized fields. Planning by health agencies for local health councils and the work of health educators furnish one example. The Children's Bureau and the state welfare agencies are stressing the importance of basing child welfare services on comprehensive state and local planning

* Report on State and Local Action, Children and Youth at the Midcentury, p. 34.

involving lay citizens and representatives of official and voluntary agencies. Similar movements are manifest in the field of education.

We need much more consideration of the ways in which citizens can participate effectively in community planning, barriers between those in need of service and those giving service can be broken down, and community action can flow out of local identification of need and utilization of resources that can be developed within the community or can be called upon from outside to strengthen and supplement local effort.

The Fact-Finding Report showed how extreme and demeaning poverty may adversely affect the development of personality by injuring physical health, and by creating living conditions that undermine the morale of parents and children, and make children of the very poor feel inferior or unworthy because of conspicuous differences in such matters as grooming, clothing, and other possessions.* The effectiveness of social insurance and public-assistance programs in providing opportunity for personality growth is limited by inadequate benefits or grants, incomplete coverage, community attitudes toward public-assistance recipients, heavy caseloads and lack of professional preparation in large numbers of staff members. Interest in individualized services is being manifested in the old-age and survivors' insurance program. In the light of legislative action in some states since the Conference met, in regard to such matters as "confidentiality of information" and illegitimacy, the Conference recommendations constitute a special challenge. They urged that Federal grants to states for public assistance be made sufficient to protect children's personalities from the ill effects of inadequate income, and that restrictive eligibility provisions be eliminated from public-assistance programs for the same reason.

With deepened understanding of the ways in which the child's personality develops, agencies concerned with particular aspects of child life have seen the need for serving the child in all aspects of his development. The introduction of the medical social worker in the health program, the psychiatric social worker in the child guidance clinic, the school social worker in the school, the educational and vocational counselor in school and employment agency, represents an attempt to individualize these programs and relate their services to other social institutions, especially the family. It has also afforded invaluable experience in the professional "team" and the "interdisciplinary" approach.

* Fact-Finding Report, A Digest—Children and Youth at the Midcentury, Midcentury White House Conference on Children and Youth, op. cit., pp. 43-56.

There is urgent need for further clarification of relationships between workers in social agencies and those in agencies with primary responsibility in other fields. Important, also, is further experience in the ways in which workers can be related to more than one agency in communities where the population does not warrant the high degree of specialization represented by separate social services, and the kind of professional preparation and re-enforcement required in multi-purpose settings.

Casework services in public or private welfare agencies, directed primarily toward the maintenance and improvement of home life and the welfare of the child in his own home, are not available, or are only partially available, in many areas. The 1950 amendments to the Social Security Act authorized Federal aid for child welfare services in rural areas and areas of special need nearly three times the former amounts; the scope of these services in some of these areas is being broadened to include, with the help of Federal funds, such essential resources as foster family care and group care services.

Social casework is greatly limited by the small proportion of trained workers, especially in public social services, and the overshadowing programs of economic assistance. The child welfare service program, with its emphasis on professional preparation, is an exception, but even here a large percentage of workers have less than two years of training. It is estimated that not more than 10 per cent of the more than 70,000 social work positions in the United States are manned by fully trained workers. This picture is improving, both in the proportion of trained workers and in the extent to which partially trained workers are re-enforced by supervision and consultation service. "Nevertheless," the Fact-Finding Report states, "great expansion under various auspices would have to be made if parents were to have readily available to them the kind of help that caseworkers can render."* Moreover, supplementary facilities, such as homemaker service and day care, are essential.

Limitations in professional preparation affect programs of service for children away from home as well as programs for children in their own homes. Especially in public programs, the same worker often provides both types of services, as well as service in other fields. The Fact-Finding Report comments:

"No matter how much better the social services may understand children than they did formerly, trial and error is still the common way through which they learn what is the most growth-producing way for any one child to live away from home. Social workers know far more about how to discover what a child is ready for than how to tell about the readiness of a foster home or institution to meet the readiness of the child."

* *Ibid.*, p. 145.

Most communities, it is pointed out, offer far too little range of choice in possible new ways of life for children away from home. There is much knowledge about what children require in order to benefit from life away from home, and there are some fine examples of good services. "The country over, however," the Report states, "this knowledge is not put to use as fully as might be desired. There are still far too many institutions and foster-home programs that operate without enough regard for children's and parents' psychology and that hinder rather than help personality development."*

In social group work, the worker directs his activities toward individualizing such group programs as recreation, character-building activities, care of children in institutions or group homes. He tries to help groups make their own plans and decisions within the limits of the organization's purpose. His role in applying basic principles of personality growth to a variety of programs serving children in groups is receiving increasing recognition and will undoubtedly be greatly expanded.

Regarding social work in law enforcement, judicial and correctional agencies, the outstanding need is for a basic philosophy in harmony with the concepts upon which the program of the White House Conference is based, and great improvement in the preparation of the personnel who serve children within those settings. "Experts in such fields as psychiatry, psychology, education, medicine, and religion," the Report states, "should be made available to bring their specialized knowledge and skills to bear upon the problems of this group of children, whether in formulating basic principles, in training workers, or in case consultation."†

How Can Knowledge be More Fully Applied Within the Present Framework?

Limitations on further application of knowledge about personality involve the whole question of limitations in coverage and scope of social services. Voluntary agencies are much more generally available in urban than in rural areas. In regard to public child welfare services, today only about two fifths of the counties in the United States have the services of one or more full-time child welfare workers paid from public funds. Half the public child welfare workers in this country are located in seven northern states. Over the past five years, there has been a steady upward trend in the number of social workers serving children, partly due to increases in Federal aid under the Social Security Act. Somewhat further expansion can be expected under the 1950 amendments, but

* *Ibid.*, p. 149.

† *Ibid.*, p. 156.

much more financial support from local, state and Federal sources will be required before such services are everywhere available. Expansion of financial resources for voluntary service is also greatly needed. Increased resources for these programs are made more urgent by the great increase in the number of children in the population.

In addition to problems of financial support, the low salary levels of social workers impede the further development of the programs. In June 1950, the average worker in public welfare programs received an annual salary of approximately \$2700, an amount not in line with his responsibilities or required educational background as compared with related professional skills. One in every seven of public agency child welfare workers was carrying a service load of 100 or more children, and 17 state agencies reported some workers with caseloads of 150 or more children. Obviously, it is impossible to do justice to present knowledge in such a setting.

Greater opportunity for professional advancement of workers, expansion and improvement in professional education and staff development, and interprofessional and interdisciplinary programs in professional training and in the operation of services, are greatly needed. The importance of the interdisciplinary approach in services for children is becoming increasingly evident. Examples are day care, juvenile delinquency, and the care and rehabilitation of handicapped children. Universities are considering how they can develop university-wide programs in family life and child growth, bringing together students preparing for careers in education, medicine, nursing, nutrition, psychiatry, psychology, sociology, anthropology, law and social work.

Of great importance, also, are improvement in supervision and consultation services, especially for workers serving rural areas; strengthening of cooperative relationships between official and voluntary agencies; and fuller utilization of persons representing the general public and those receiving service in review, interpretation, and planning of programs. Research is essential to evaluate the effectiveness of the services given and the ways in which they can be improved.

What New Services Do We Need?

Basic to our consideration of this subject is the need for deepened understanding of the role of social work in the growth of the healthy personality. It is clear that the function of social work is primarily an integrating one. Medicine still in the main views the individual as a biological or physiological organism; anthropology views him in relation to his culture; economics in relation to his income; education in

relation to the growth of his intellectual powers; religion views him as a spiritual and moral being. Within each of these specialties there is increasing recognition of the *personality in its wholeness*. Social work has a special mission to tie all these aspects together in relation to the individual. Particularly in the child and the young person there is need for such an integrating influence.

Many changes may prove needed in the organization of social services or the assignment of functions among social agencies and other institutions. Of more fundamental importance is the question of how the mature and well-prepared social worker may move about freely within the community. Do we not need to give more attention to the professional development of people who can enter into the kind of constructive and non-judging relationships with many different groups in the community or in the nation that the successful social worker develops? We see in the international field, for example, the importance of bringing to bear on broad social policies and on international relations the insights and the methods of social work at its best. Such a concept would require the development of a much larger number of persons with the equivalent of a doctor's degree in social work, and the orientation of theoretical and field training toward this concept of the social worker's function. Enlarged resources for fellowships are essential to the achievement of these objectives.

An effort to recapture the neighborhood approach, and apply it more widely in rural as well as urban areas, is long overdue. The community center movement in other countries, including some with relatively underdeveloped industrial organization, affords valuable experience. It would be advisable for social workers in this nation to have the opportunity of prolonged observation of these community developments in other countries.

The association within a community center of health, recreation, adult education and social services is one of its most important aspects. How best to develop this form of organization, and how it is to be related to the functional agencies in the fields of health, education and social welfare, needs to be thoroughly explored. The kind of workers who might serve to help local communities in this and other problems of community planning and citizen participation is still largely undetermined, but needs to be studied. The role of workers with less than full professional training and their relationship to highly qualified workers in social work and other fields must be considered.

If the contribution of social work is to be fully available to all groups, the special problems of those

(Continued on page 15)

EDITORIAL COMMENTS

Child Welfare and National Defense

ON April 7, the occasion of World Health Day, Dr. Brock Chisholm, Director-General, World Health Organization, issued the following statement:

"In introducing 'Health for Your Child and the World's Children' as the central theme for this year's observance of World Health Day, I do not need to underline the overwhelmingly important place which the promotion of child care must have in any efforts to improve standards of health throughout the world. There are, I think, very few people indeed who would question the necessity for us to mobilize on a local, national and world-wide basis all the resources of modern medical and psychological knowledge in order to make it possible for children to grow into physically and mentally healthy adults.

"What does need to be stressed here is the very intimate relationship which exists between the health of the child—when defined as total health—and the solution of the great crisis which confronts humanity today. The world will be what our children and the children of the next generation make it.

"If in our ignorance, our short-sightedness, our lack of courage and vision we continue to deny our children the blessings of physical well-being; if, moreover, we continue to inculcate in them prejudices, uncritical and emotional beliefs in unreasonable things, excessive fear of others and, as a result, aggressive desire for power and domination, then we can be sure that the world of tomorrow will be a world of fear, of chaos, of cruelty—and of death.

"If, on the other hand, we succeed not only in making our children physically healthy but also in freeing them of our taboos, our anxieties, our destructive impulses; if we teach them to feel, and to act in accord with, a sense of responsibility for the welfare of their fellow human beings—not just locally, not just nationally but for the whole human race; if, in other words, we help them towards real maturity, then we need not worry about our future and theirs: it cannot but be secure, peaceful and truly rich in the values that make life worthwhile.

"To resolve on this 7 April to dedicate our energies to the healthy development of our children will be to provide ourselves and them with one of the strongest possible guarantees that Man's age-old dream of a better and happier world shall after all become a living reality."

This continued threat applies to the mental and physical well-being of our children quite directly. In the two lead articles of this issue, Miss Katharine Lenroot and Dr. Ira De.Reid each point out the

gains we have made but they also point out that many dire conditions, revealed by the Midcentury White House Conference on Children and Youth, are not due to lack of knowledge. We have known about these conditions and how our children are affected by them. We have known what could be done to correct, or alleviate them, at least in part. Yet this knowledge has not been used for the benefit of the children concerned.

Years of world upheaval have brought their dismal by-products of "short-sightedness and lack of courage," to quote Dr. Chisholm. The well-being of children is imperiled by the recent official recommendation to publish the names of persons receiving public assistance in order to discourage the use of public funds despite the fact that the Public Assistance Act was created in recognition of each individual's right to receive help when need arises. Serious threats to children also come from another recent official suggestion—that children in families needing public assistance would be better off if offered for adoption despite the fact that the intent of public assistance laws is to preserve and strengthen family life. Our increasing need for defense expenditure is given as the reason for advocating these measures of economy.

It is not economy to protect the mere existence of our children only to ignore needs basic to healthy living in childhood, to imperil their rights to the best possible opportunity for developing responsible citizenship. Actually, these rights assume greater importance today than ever before. Their protection must have a high priority as a vital part of a defense program.

League member agencies, dedicated to the well-being of all our children and free from short-sightedness and bias, must now with courage and conviction turn spokesman for our children.

New League Members

Children's Aid Society of Indiana
1411 Lincoln Way West
Mishawaka, Indiana
Anton J. Vlcek, Executive Director

Jewish Community Service Society
70 West Chippewa Street
Buffalo 2, New York
Herman Weinheimer, Executive Director

New League Provisional

Family and Children's Service, Inc.
346 Jefferson Street
Fort Wayne 2, Indiana
Mrs. Elizabeth H. Robinson, Executive Director

1950 Financial Statement of Child Welfare League of America, Inc.

STATEMENT OF INCOME AND EXPENDITURES

FOR YEAR ENDED DECEMBER 31, 1950

INCOME

Memberships, all classes	\$68,574.61
Contributions	33,890.11
Foundation Grants and Gifts	9,236.55
Surveys	12,265.68
Publications	14,959.10
Conferences and Miscellaneous	2,097.63
TOTAL INCOME	\$141,023.68

EXPENDITURES

Salaries	\$75,531.19
Travel and Maintenance	10,403.42
Publicity and Promotion	4,072.89
Rent	9,600.00
Printing and Multigraphing	2,327.79
Office Administration	7,540.38
Service Fees and Dues	235.00
Surveys	13,599.36
Other Costs of Publications	12,064.86
Regional Conference Expenses	1,503.84
Provision for Employees' Retirement	3,573.42
TOTAL EXPENSES	\$140,452.15
EXCESS OF INCOME OVER EXPENDITURES	\$571.53

Audited by BYRNES & BAKER, Certified Public Accountants

NEWS FROM THE FIELD

The Central Scholarship Bureau of Baltimore

We frequently receive inquiries from the field about scholarships for professional or vocational training which the normal resources of child welfare agencies cannot provide for the children under their care. The following shows how efforts to meet this problem in one sectarian agency has become an exciting adventure in social welfare. We regret that this interesting report recently received cannot be presented in full. It sets a fine example for other communities, proving as it does what an intelligent and devoted Board can accomplish through objective leadership for the benefit of the younger generation.

"YOU CAN AFFORD A CAREER" is the slogan of the Central Scholarship Bureau of Baltimore.

Organized in 1925 to provide "higher education and vocational training for the wards of the Jewish child care agency," the Bureau broadened its scope to include others in the Jewish community. The enthusiastic interest of those connected with the project aroused increasing support, until it now takes responsibility for administering special funds given without regard to race or religion.

In the course of its 26 years, the Central Scholarship Bureau has developed methods of procedure based on generally accepted principles of education, vocational guidance and social work. The program is

conducted under the auspices of a Board of Directors selected for their special qualities of leadership in this particular field, and the Executive Secretary is a professionally trained social worker with experience in both family and child welfare. Application is considered in the light of the candidate's own potential ability and needs. Some of the basic criteria are:

Financial need must be a factor.

The candidate must be a resident of Baltimore.

The training plan must be appropriate in terms of the candidate's over-all capacity.

The candidate must have a physician's certificate of health in relation to the training objective.

Scholarships are given in the form of interest-free loans or grants. Personal interviews with the Executive Secretary are held to determine with the youngster whether the plan is the best possible one for him; the emphasis is on evaluation rather than investigation. The Bureau makes use of expert resources available in the community such as aptitude tests, psychiatric consultation, and other appropriate services whenever indicated. The Executive Secretary draws up recommendations, always respecting confidentiality, and final decisions are made by the Board. Candidates are referred both from social agencies and schools, and independent applications are also received.

A few of the high spots are: a live public relations program; a current file of all other available educational funds, sometimes necessary to supplement special plans; continuous self-study to determine the values of the program; a record of 90% repayment of all loans made.

Many high school graduates are helped to enter various vocations and many youngsters not qualified for academic work are helped with valuable trade training that often spells the difference between useful, independent living and a sense of defeat in a competitive world. The professions are also included, and the Bureau has helped with the graduate education of doctors, engineers and even social workers.

More often than not the opportunity provided by the Central Scholarship Bureau marks an important turning point in the life of a youngster, as it helps him to recognize his true potentialities and to realize some of his ambitions.

SPECIAL OFFER

MARY IRENE ATKINSON SPEAKING FOR CHILDREN. Cheney C. Jones and Gertrude Springer, Editors. 1949. For students, board members and staff members interested in a bird's eye view of the development in services to children. Special offer for summer reading. Reduced from \$2.50 to \$1.75. Available at League office.

CASEWORK IN DAY CARE CENTERS*

Eleanor Hosley

Executive Secretary

The Day Nursery Association of Cleveland

What are the problems the caseworker will encounter at a nursery center, and what skills and understanding must she have to meet them? This lively paper gets down to lost mittens and uneaten meals.

IT has been generally accepted that casework should be an integral part of a well-set-up day care program. In time of emergency or sudden expansion, however, it is not always possible to have everything one would desire. It seems unlikely that in the immediate future there will be enough fully trained caseworkers to go around. We must therefore ask ourselves what the essentials of the caseworker's job are which must somehow be performed. One of the advantages of facing shortages is that we are forced to ask ourselves just such questions and to attempt to think through what is important and what is not.

The first step is to examine the nature of day care, to determine what indisputable facts we know about child development, what provisions are absolutely essential and must be safeguarded at any price. We know little enough about helping other people to bring up children successfully, but we do know something about children's needs and about parents. Day care always involves the care of a child away from his own home and his parents, usually for a major portion of his waking hours. As the unborn baby is organically part of his mother, so in a psychic sense does the child continue to be part of a larger whole, his family, particularly his parents. He is as dependent on them for emotional sustenance as he was earlier for physical sustenance. A sudden rupture of the family relationship may cause him permanent damage. Only gradually does he encompass enough of the parental image to be able to operate alone. Ultimately his parents become a permanent part of him, so that psychologically they are always with him. These figures form the basic structure of that important part of the personality, the conscience. This process of internalization is a slow one and is largely incomplete during all the preschool years. What are the implications for us? That we must, as far as possible, support these all-important relationships for the child who is so unnaturally separated from his mother for such a large portion of his waking hours. So far as possible we must appear in the child's eyes to be at one with his parents.

It is manifest that if we want to work closely with parents, there must be someone on the staff who has

the time and skill to work with adults. I shall discuss the various phases of the work later, but I wish to emphasize the need for a specially trained person. A caseworker is the most logical choice; for the most part, teachers receive relatively little training in working with and understanding adults. But whoever does the job, she must have the time in which to do it. A teacher who is assigned to work with the children cannot do the necessary work with parents in her spare time. She must be a person with a real feeling for and sympathy with the problems of adults. Often the nursery school teacher so identifies with the child that she can only blame or disapprove of the difficult parent. Hopefully all those working in a center have an appreciation of people of all ages, but as the teacher must thoroughly understand the child, so must the caseworker understand the adult. Both must respect the integrity of the family and the essential values that spring therefrom. Let me hastily add that I do not believe the job should be split up into watertight compartments: teachers should and will have contact with parents, and caseworkers with children.

Recipe for a Nursery Center Caseworker

The caseworker needs to understand the main-springs of human behavior. She must appreciate the effects of stresses and strains upon the individual, both those from without and those from within. She must not have too rigid an image of what a good parent should be, and must be able to discern strengths even though they appear in unorthodox garb. She must be able to appreciate the needs of another person, however different from her own, and understand that things of insignificant value to her may be vitally important to someone else. In other words, the person who works with parents must be able to appreciate other people, not on the basis of simple identification, but with a mature ability to recognize the worth of differences. She must at the same time appreciate community standards and expectations, and take them into account. She must know her community and its resources. These generalizations probably mean little without illustration. Let us suppose our caseworker to be a calm and easy-going soul who is faced with a prospective applicant,

* Presented at CWLA Central Regional Conference, Dayton, Ohio, March, 1951.

Mrs. Conover. Our caseworker believes that children are better off if they can stay home with their mothers. She herself has brought up two children, and enjoyed being with them when they were small. Not a person bothered by small irritations, she never has any difficulty in relaxing. Not so Mrs. Conover, who is nervous and highstrung and cannot bear to sit still for any length of time. Noise bothers her, interruptions bother her, dirt bothers her. She wants above all else to be a good mother, but she is always finding herself screaming at her child. She can't understand why children ever need to be messy. She wishes they didn't have to yell. She looks back with longing, guilty longing, because she believes a mother should not feel that way, to the days when she worked as a private secretary. If this caseworker who in her own heart wishes she could be back in the days when she was home with her own children imagines that this applicant in any way feels as she does, she will be completely off the track. She must be able to see that this particular woman may be a far better part-time mother than full time. You yourselves can think of many other illustrations, I'm sure. The important point for the caseworker is that she must ascertain the meaning of particular circumstances to the parent—a meaning which may be quite different from her own assumption.

As implied, the caseworker takes applications; it is her responsibility to decide who shall be admitted. In general, this means exploring with each applicant the suitability of the plan. The reasons for wanting care, the child's readiness for such an experience, both parents' attitudes toward such a plan, hours, fees and the general nature of the set-up must all be considered. In the end the parent usually decides whether or not he wants the service. Occasionally the caseworker may have to take the responsibility for refusing the service because for well-defined reasons she believes the plan would not work. The application process takes time. There is good reason for this. Although one may be able to determine technical eligibility quickly enough, neither the parent nor the caseworker can tell without appreciable exploration whether the plan will be truly workable in that particular situation. Neither the parents nor the child derive any benefit when the child is here today and gone tomorrow. Other children in the center are disturbed if the group is constantly changing, depriving them of the opportunity of getting to know anyone well. Moreover, the group itself is bound to be somewhat disorganized because there is never an opportunity to develop ongoing experiences for the group as a whole; everything has to stay on the level of beginnings. At best there is bound to be turnover in day care. There are sudden changes of plans. Mrs. X. re-

marries. Mrs. Y. gets discouraged because Richard is out with so many colds. Mr. G. suddenly gets a job out of town; and in spite of your best efforts ahead of time, Mrs. J. had just not realized how hard it was going to be to get Tommy up so early in the morning, go to work, come home and have supper to get. Maybe she better give Mr. J. another chance after all. So careful consideration of applications ahead of time is valuable, and may save much wasted effort later. Not only do the parents have to realize so far as possible what they are taking on, but the child must know, too. A slow and painstaking introduction for him may save everyone much anguish later. It will, of course, save him the most. It is not natural for him to be away from his mamma all day long; remember how long a day is at three or four years old. He is an organic part of this family from which he is being separated; this is a major experience in the life of the young child. Unfortunately, the psychic scars from a bad experience are not visible to the naked eye. We have only gradually learned that certain miserable manifestations in adults are attributable to early traumatic experiences, one of which may be sudden separation from the parent figure. Let me reiterate, the proper intake of applications is time-consuming. It cannot be done by a busy teacher. If well done, it is invaluable to the center and its clients.

We Can't All Be Psychiatrists

Before I discuss the ongoing relationship with the parents, I want to say a few words about casework itself. There are some strange ideas about therapy floating around. Talk about them with people and they are usually rational about the whole thing, but in the dim recesses of our minds a lot of us seem to harbor some odd notions about casework and about therapy. It must be that a lot of us have a deep inner urge to make the world over, to change other people nearer to our desires. Most of us know well enough that the effort to make any real changes in ourselves is practically too hard to make; we'd be glad to change if it didn't mean giving up some very satisfying pleasure that we feel we have a right to anyhow. Naturally we're sorry about our faults, but then we all have them, don't we? But it would be nice to change Mrs. Jones or Mrs. Smith. We might not put it that crudely: all we want to do is to help her to be a better mother or to be happier or to be better adjusted, but down below the surface we may still retain the notion of making a few rather drastic changes. Teachers know that caseworkers can't change people; all they want of the caseworker is to transform Mrs. Jones from an irresponsible, flighty person who can never carry out anything with her small daughter, into a person who will be consistent

with her child; or to stop Jimmy's mother from nagging him about eating. They have a way of making the caseworker feel that she is a failure because Mrs. Smith still yells at Tommy when he can't find his mittens and gets everyone upset, when they have made it clear to the caseworker that something must be done about Mrs. Smith right away. Then, unfortunately, therapy has a high prestige among us. It is as though we thought we were not really any good unless we were little psychiatrists. It sometimes makes the tasks of the caseworker seem unimportant to her and hardly worth doing.

I cannot emphasize strongly enough that there is a vital job to be done. Though in many ways it is an undramatic job, full of what may seem like common-sense details, it is a job that has significance and often turns the tide from a vicious destructive cycle to a constructive one. What I say from here on may just seem like common sense—in actual practice it is not as common as one might wish.

Helen Ross said at an earlier session of this Conference that in order to give love, one must feel loved enough to have some overflow to give to others. Many, many of the parents who come to day care centers feel anything but loved. They expect nothing but hard knocks from the world, and their very expectation insures that that is just about what they will receive. Obviously no caseworker can meet the outrageous demands of such people or fill the bottomless pit of longing within them. She can, however, fail to live up to the parent's negative expectations—if he is not too sick. I make this reservation advisedly. Some people are no longer able to see anything but hostile and discriminating motives in anyone else. The caseworker must have enough clinical knowledge about mental illness to be able to recognize the signs of certain psychotic trends as opposed to neurotic. She should be able to recognize certain danger signals and remain at a little distance from a person manifesting them until she has gotten expert advice. That is, specifically, she should know enough not to delve even a little into the feelings of the person whose emotions almost immediately get the upper hand and who gets terribly upset or excited, to remain a little aloof from the person who gives strong indication that he believes other people are conspiring to do him in, to be careful of the person who in an intake interview delves luridly into his sex life. Young caseworkers sometimes make the mistake of thinking they are getting fascinating material—what they expect to do with it, I don't know—when they get too much intimate material too soon; this is a danger signal. Fortunately these situations are not too common, but they are common enough to make it very important to be able to recognize them.

The Parent with a Chip on His Shoulder

To come back to a very common kind of parent in day care centers—the deprived, chip-on-his-shoulder person who believes you have to fight for everything you get, or, more passively, just doesn't expect much good from anyone—the nursery can come to mean a great deal. It is obvious that this parent doesn't have much to give his child. His patterns are deeply set. So what can you or anyone do? The nursery can always make him feel welcome—and by the nursery I mean everyone on the staff. This simple living experience can have greater significance for a particular individual than a hundred interviews with the caseworker. It is often the condition without which no interview could have much value. The caseworker has to keep the wheels greased and see that she often has a chance to speak a casual, friendly word herself. She may have to let one or more of the teachers blow up to her about how really impossible Mrs. J. is so that they can keep on being nice. She has to be imaginative about ways of reaching Mrs. J. Some people are afraid of being always on the receiving end. Their anxiety may be relieved by doing something for others. A parent's relationship to the nursery may take a sudden turn for the better when she is given a chance to do something for it—just a simple thing like baking a cake for a parents' meeting. On the other hand, you may have a mother who doesn't believe your friendly overtures really mean anything. She thinks you're just nice to everyone and it isn't really sincere. The turning point for her may be the caseworker's home visit when she is sick. Because a nursery is part of a real life experience for parent as well as child, there are more opportunities for concrete demonstrations than in many setups. This business of making the parent feel wanted—welcome, important—is a fundamental aspect of the job. Even that much may make a mother a little easier with a child—a little more able to give to him because she feels given to. It may seem just a little—but it might add up to a lot.

Problem Parents and What to Do with Them

The caseworker has the task of taking up difficulties with parents. Certain things like lateness and nonpayment of fees should be dealt with immediately, before a pattern is established. In general, parents respect the nursery more if they find they must live up to requirements—just as children feel better when they know what the limits are and that they will be enforced. Neither children nor adults like the person who lets them get away with things. They feel guilty and anxious in relation to the individual—emotions which may soon become outright

hostility, a real barrier to effective working together. Problems that are a reflection of the parent-child relationship must be approached with more care. Let's take a common problem—an eating disturbance. Without a doubt the mother will approach you. It worries her. She would be only too glad to have you do something about it. Simple enough as far as the nursery is concerned; at home is quite another matter. She may be a fairly healthy mother who has just happened to develop quite a bit of anxiety on the eating business—yet anxiety which is superficial and which you may be able to clear up rather easily. She may be vastly reassured by the child's eating all right at the nursery, and may therefore be able relatively easily to give up fussing with the child at home about what he eats. The caseworker must know that there is this superficial kind of eating problem and that there is also the kind that reflects a much greater disturbance in the parent-child relationship. She may have to recognize that the mother's behavior indicates deep and even violent feelings of hostility toward the child, although what the mother consciously feels is only a terrible jabbing anxiety which she interprets defensively as a sign of love, and which therefore enables her to continue to act out some of her destructive wishes around eating. If you try to interfere with what she does, she projects on you her own real attitudes and you become someone that is cruel, would let a child become undernourished and sick. There must be some comprehension of the violence of the forces behind the mother's behavior—her terror of them and her urgent need to continue behaving as she does. There may be other sorts of problems in the child's behavior that the mother may refuse to see. If a person refuses to see something, it is because he is afraid to see it. The refusal is a defense. You can't just hammer down people's defenses, much as you might think you'd like to. We, as caseworkers in nurseries, can't do much about people's defenses. We can sometimes make them a little less blatant or all-pervasive. We can ease some of the guilt many of our mothers feel about their failure as mothers. We can assuage a little anxiety. We can occasionally ease a little pain just by listening. We can sometimes make concrete and useful suggestions. We can acquaint people with the use of other community resources. We can give some warmth and comfort. And that is something.

The job of caseworker in a day care center is a job for a mature and experienced person. If the only person available is someone who has just finished training—or who has had none or only partial training—look around your community for the very best caseworker you can find and purchase supervisory or at least consultation time.

THE MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH—

The Challenge of Our Times

(Continued from page 9)

largely beyond the reach of any community services must be given a high degree of priority. These groups include the Indians, the Spanish-Americans, migratory workers and many others. The ways in which services can be organized for these groups and fitted into their general family and child-rearing practices and customs must receive careful study.

The Challenge of the Midcentury

At the root of all the problems and tensions of our time is the question, "What think ye of man?" The Midcentury White House Conference on Children and Youth affirmed, not that man *has* a personality, but that he *is* a personality. Because of his relation to the Infinite, he is of infinite worth. The test of any civilization is the opportunity it gives for the development of this living, feeling, acting human being, as he grows in his capacity to relate himself to other human beings and to God, within eternity and the dimensions of time and space. Atomic energy and supersonic flight are but the means of destruction unless they become the instruments of the human spirit. Let us do our part to keep before every community, every family, and every social institution the priority which must be accorded to the growth of the healthy personality, especially when the spiritual basis of civilization is being challenged as never before in history. In meeting this challenge, the well-being of the child in his total development becomes the touchstone of success.

READERS' FORUM

Comments on "The Outlook for Private Philanthropy"

Dear Editor:

The social work profession has long been indebted to James Brown IV for his contributions toward clarification of the respective functions of private and public philanthropy, and his contribution in the May, 1951, issue of *CHILD WELFARE* contains many provocative thoughts. So provocative indeed that I would like to offer further comments in the hope that other readers of *CHILD WELFARE* will join in the debate.

Even though Mr. Brown has been a valuable friend and supporter of public welfare work, it is hard to agree with the concept of public welfare which he sets forth. To a citizen in a free democracy

it is distasteful to contrast charitable giving with "enforced public giving through taxes." Taxation is enforceable, but is it true that no citizen pays taxes without being forced? Mr. Brown would hardly want to deny the existence of freely recognized civic responsibility to support financially the government one has chosen by exercising one's franchise.

Equally untenable is Mr. Brown's point that "the real heart of private welfare work that sets it off from state social services is the participation of the average citizen." Such a differentiation is not based on fact. Many public welfare services rely heavily on the participation of the average citizen, through unpaid policy-making boards, advisory committees and volunteer workers. Perhaps most notable in recent years has been the pace public welfare has set in bringing volunteers into the work with the aged, but other areas would show similar examples.

I am not prepared to dispute Mr. Brown's contention that in private welfare work lay participation has lessened in recent years as professional standards improved. In public welfare, however, it has increased, largely due to the conscious efforts of professional workers with a new appreciation of community organization, both in terms of actual lay participation and of interpretation to the supporting taxpayer by the written and spoken word.

(Parenthetically, it is peculiar that Mr. Brown confronts private welfare work generically with "state social services." "Statism" has become an ugly word, but there is much public welfare work done under municipal or county auspices, close to the citizen and identified with his community.)

Much as one wants to take issue with Mr. Brown on the foregoing points, his thesis that effective private giving must depend increasingly on thoughtful and discriminating planning cannot be over-emphasized. Private giving has been responsible for some of the most courageous and most rewarding advances in social work. Private giving also has been responsible for perpetration of outdated and discredited practices, particularly in the institutional field, where the whim of a single contributor with a half-million-dollar gift may force children needlessly into an institutional life to the exclusion of more satisfactory care which could have been had with less expense, but also with less "monumental" evidence to the giver. Child welfare workers sadly know that these are not merely hypothetical considerations.

Mr. Brown also will meet with much support when he points out as a danger in federated fund raising "that the donor finds himself far removed from the final object of his gift." It would certainly be most opportune if his comments would initiate a discussion of federated fund raising in future issues of *CHILD*

WELFARE by board members, executives and agency staffs.

Might one not say that increased centralization of fund raising on a community-wide or state-wide basis is desirable only when accompanied by a corresponding increasing emphasis on the democratic process of citizen and agency participation. When, on the other hand, centralized fund raising leads to a decrease in democratic participation, becomes questioning of sound social planning methods and gives scant attention to the practitioners in the field, as appears to be the case in at least one metropolitan community, then indeed private philanthropy is in dire danger. Inevitably this will lead to a rejection of such a fund raising program by the American people, who object to dictation from a benevolent government as much as from a benevolent private directorate. It cannot be stressed too strongly that those who are devoted to united fund raising had by no means in mind a lessening of traditional American democratic community patterns, yet the new movement is posing this new risk, a risk which can be overcome only by honest, intelligent planning. For his contribution toward this end, Mr. Brown must be highly commended.

GUNNAR DYBWAD

*Supervisor, Children's Division
Michigan Department of Social Welfare*

(Editor's Note: Further discussion is invited.)

THE 1952 CASE RECORD EXHIBIT

The Case Record Exhibit Committee met in New York on June 11th and 12th. Plans are now under way for the 1952 exhibit. Miss Flora Miller, Supervisor, Division of Child Welfare, Monroe County Department of Social Welfare, Rochester, New York, is National Chairman for a second year. The regional chairmen are listed below:

- AREA I. Alabama, Florida, Georgia, Louisiana, Mississippi
Miss Louise Pittman
Bureau of Child Welfare
Department of Public Welfare
421 S. Union Street
Montgomery, Alabama
- AREA II. Maryland, Washington, D. C., Virginia
Miss Ann F. Stone, District Secretary
Children's Home Society of Virginia
1411 North Garfield Street
Arlington, Virginia
- AREA III. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut
Miss Marjorie Foulke
Vermont Children's Aid Society
Burlington, Vermont

- AREA IV.** Illinois, Missouri, Indiana, Michigan
Miss Elizabeth A. Meek
Illinois Children's Home and Aid Society
1122 N. Dearborn Street
Chicago, Illinois
- AREA V.** Colorado, Kansas, Nebraska, North Dakota, Oklahoma, Texas
(To be announced)
- AREA VI.** Greater New York, Westchester County, New Jersey
Miss Erica Juliusberger
Jewish Child Care Association of New York
29-28—41st Avenue
Long Island City, N. Y.
- AREA VII.** New York State—Albany, Syracuse, Buffalo, Elmira, Niagara Falls, Rochester, Utica, Binghamton
Mrs. Dorothy Washburn
Children's Aid and S.P.C.C.
330 Delaware Avenue
Buffalo 2, New York
- AREA VIII.** Ohio, Kentucky
Miss Ruth Heistand
Children's Bureau of Dayton
225 N. Jefferson Street
Dayton 2, Ohio
- AREA IX.** Delaware, Pennsylvania
Miss Jean Collard
Family and Children's Service
410 Liberty Avenue
Pittsburgh 22, Pa.
- AREA X.** North Carolina, South Carolina, Tennessee
Mrs. Myra Mitchiner
Division of Child Welfare
North Carolina Department of Public Welfare
Raleigh, N. C.
- AREA XI.** California, Hawaii, Washington, Oregon, Idaho
Miss Barbara Hansen
Children's Bureau of Los Angeles
2824 Hyans Street
Los Angeles 26, California
- AREA XII.** Iowa, Minnesota, Wisconsin
Miss Mary L. Schuster
Division of Child Welfare and Youth Service
State Department of Public Welfare
Madison, Wisconsin

REPRINTS AVAILABLE

The article, "An Experimental Program for Unmarried Mothers," by John F. Hall of the Washington Children's Home Society, which appeared in the May issue of *CHILD WELFARE*, has been reprinted. It is available from the League office at a price of \$.10.

BOOK NOTES

OUR REJECTED CHILDREN, by Albert Deutsch. Little, Brown & Co., Boston. 1950. \$3.00.

In evaluating any book, the reviewer must weigh the work for what it intends to be and essentially is, rather than for what he would require it to be for his own satisfaction. It is particularly important for a person who is professionally competent in child welfare, juvenile delinquency, or sociology to keep this in mind when reading Albert Deutsch's latest book. He may find nothing that is new. He may find certain points elaborately developed for over a hundred pages when twenty-five have more than made the point. He may find certain fundamental problems and concepts superficially mentioned and prematurely dismissed. He may find points distorted out of context, and without appropriate supporting data. Professional and scientific objectivity might take exception to the mood of tension and barely repressed anger which pervades the text.

A sociologist might find little occasion for angry indignation as he observes with scientific interest the sheer ignorance, lack of interest, and punitiveness which prevail in the social management of delinquency. After all, these traits simply characterize our society's special set of mores and values in dealing with severely deviant behavior. Our culture places a greater premium in financial reward and prestige on many other activities, as, for example, improving our chances of killing a possible enemy.

A professional practitioner identified with the positive values in the field, notwithstanding Mr. Deutsch's generous praise for the occasional bright spot, might be offended by his wholesale and sensational indictment of reform schools. These will also be comment on his failure to appreciate the limitations in knowledge, skills and demonstrated competences of even the best.

But this book was not written for professionals. It was written for people who comprise the public opinion of our society, readers of newspapers and the slick paper popular monthly magazine. And since our professionals do not use such sources for their knowledge, it is well that these newspaper and magazine articles were put together into a book which they might read, but only as an outstanding model in child welfare interpretation for the uninformed average citizen.

Mr. Deutsch approaches the problem in an interesting way. In setting out to write about deviant child behavior in general, he selects the "hard core," the most challenging group with whom all efforts have failed, who are herded into state institutions and get the well-known "treatment." This study of

the extreme group casts into high relief the gross inadequacies of our basic approaches to delinquency treatment. The section then ends with a "Program for Improvement", which might well be modern dogma for the field.

In his second section, Mr. Deutsch sketches in cursorily, as his limited space permits, some sound thoughts on common etiological factors: family structure and atmosphere, psychopathology, community influences, the maladministration of justice. All too briefly he concludes with descriptions of model experimental programs.

Intrinsic in his orientation is a conception of delinquency treatment, both extramural and institutional, as a "child welfare" rather than as a "correctional" function. To us it matters little how this type of service is ideologically conceived or administratively departmentalized. More basic are matters of knowledge, skill, competence, and open-mindedness to experimentation and research. By and large, such elements are conspicuously absent in the correctional services. On the other hand, child welfare has been most reluctant to accept "correctional" functions. This is particularly true of the private field, which only recently has begun to accept and work with authority and provide specialized treatment services on behalf of disturbed deviant children.

In his closing remarks on what is involved in sound preventive and therapeutic work, Mr. Deutsch gives us his essential message: "We must think in terms of a better society, of replacing crime-breeding slums with low-rent housing fit for our future citizens to grow up in; of abolishing that social disease we call poverty; of creating more meaningful social values and moral goals than the shoddy ones that possess so many of us in everyday life; of eliminating the racial and religious discriminations that produce antisocial tensions and resentments; of building community interests in terms of the society of the child as well as the society of the adult.

It involves a large-scale operation for developing social health; we have not flinched at harder tasks in the quest for material wealth."

It is around the task of identifying with and absorbing this kind of vision and inspiring energy that I believe both professionals and lay citizens can meet, and benefit much from the message of this book. If it can thus serve as a catalyst, binding together professionals and citizenry in some concerted constructive social action, it will serve an important function.

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WORKING WITH TEEN-AGE GANGS, A Report on the Central Harlem Street Clubs Project, by Paul L. Crawford, Daniel I. Malamud, James R. Dumpson. Welfare Council of New York City. 1950. 162 pp. \$2.75.

To workers in the delinquency field the problem of gang activity and gang loyalty has been one of the most formidable and most puzzling problems encountered in either preventive or rehabilitative work. *Working with Teen-age Gangs* does not offer any startling solutions nor does it unfold new and revolutionary techniques. Rather, it is a careful presentation, vivid in style and rich in illustrative materials, of a project carried on from 1947 to 1950 in New York City.

In 1945, when the city was smarting under repeated revelations of the impact of destructive gang activity on its youth, officials of the Prison Association of New York suggested to the Welfare Council the appointment of a committee to study the program and recommend a program of action. Thus originated the Council's Committee on Street Clubs, which sponsored the Central Harlem Street Club Project described in this volume. The authors freely acknowledge the many contributions made by men like Clifford Shaw, Frederick Thrasher and others who long ago focused attention on youth gangs and the area approach in delinquency prevention. What distinguishes *Working with Teen-age Gangs* is its detached self-critique, the numerous detailed and revealing excerpts from workers' recordings and the very clear account of the project's development, made particularly helpful by inclusion of the original memorandum of the Committee on Street Gangs recommending and outlining the study. Noteworthy also is a chapter describing work with a gang of girls, since most gang literature has focused on boys.

Workers in casework agencies for children will do well to study this report, to reflect on the type of worker-child relationship which the area workers developed, and to appraise the significance of the broad sociological factors implied in the material. They will be particularly interested in the conclusion of the authors that the Council Committee's original report was in error in listing as essential for the project workers only some broad personality characteristics, with training and experience in social work deemed merely a desirable additional qualification. The project workers, they report, "were frequently confronted with situations calling for more insight and skill than they possessed. Again and again they were struck by the complexities underlying the boys' attitudes and behavior patterns. At the end of the Project they felt that their effectiveness could have been increased considerably had they been better equipped with the skills and understanding com-

monly accepted as necessary in a personal counseling situation." Lack of adequate supervision of the workers and lack of psychiatric consultation were listed as particularly significant shortcomings of the project.

While major research material analyzing the voluminous recording is yet to be published, agency workers concerned with developing research work will profit greatly from the frank discussion of difficulties encountered in coordinating research with the "action" part of the project.

Along more general lines, this report brings out once more how inept we still are in our attempts to implement the democratic process. Even with the superior guidance from an outstanding committee, the project failed to achieve grass roots support, and the authors freely acknowledge having played "too prominent and directive a role" in the neighborhood, their insight and intentions notwithstanding. Conversely, the report shows how poorly prepared

the youths under study were to assume their democratic privileges and responsibilities in the community. One senses that in the slums, too, we find Young America's confusion as between cooperation and competition, brought out so forcefully at the Midcentury White House Conference.

Altogether this is an exceedingly useful book, which should be of as much benefit in the graduate school as in the social agency or planning body. Even though we have come to identify the gang problem with our large metropolitan areas, much of the material here presented will be of significance in any urban community. And one can only agree with the authors' recommendation that projects like this should be multiplied in many communities.

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